



## INTRODUCTION AND USAGE

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During instruction and assessment of activities, performances, or projects already taking place in the classroom, work experiences, or other career-focused endeavors, there has been a general lack of consensus on how to assess career ready practices (otherwise known as “soft skills”), what these skills encompass, how they are defined, or to what degree they could be measured. It is therefore the purpose of this document to answer and define these points and provide a usable device which measures what is already taking place within the classroom and workplace in an area of skills often overlooked.

The definition and outline of Career Ready Practices (CRP) were established under the Common Career and Technical Core (CCTC), as released in 2012, from the NASDCTEc (National Association of State Directors of Career and Technical Education Consortium). These Practices, as well as the CCTC itself, were developed with help from national educators, administrators, and business experts and were derived from the earlier Career Clusters/Pathways Framework model. It has been approved by 42 states as a foundational piece to career readiness. With this in mind, we feel it should be foundational to our task here. Starting from the paragraph form given in the CCTC, the rubrics, with their individual competencies, were written and developed using sample rubrics of workforce readiness found in differing forms in other states (including Washington and Nevada). They were then edited and commented on by state supervisors, administrators, teachers, business leaders, and parents.

It was never the intention of these rubrics to create more work for the instructor/advisor or to add more activities or lessons to his/her current load; however, it is the intention of taking what is already being done and taught and making career ready skills within those projects clearly apparent and assessable. This in turn can provide a scale, or score, by which the student can be assessed not only on his/her technical knowledge but also on how to apply that knowledge within job activities while demonstrating other self-strengths and responsibilities to be a successful and contributing member of the working world.

This set of Career Ready Practice (CRP) Rubrics can therefore be used in a variety of ways including:

1. **Instructor/Advisor Assessment**--Post-activity.
  - a. These can be used in addition to the assessment of technical knowledge on an already existing project.
  - b. These could be used to spark further discussion on individual strengths and weaknesses.
  - c. These should be used to measure those career ready abilities and used to help the student/worker improve those skills for the future.
  - d. ***THIS OPTION REMAINS THE PREFERRED METHOD OF ASSESSMENT AND FOR WHICH THESE RUBRICS WERE TRULY DEVELOPED.***
2. **Self-reflection**- -Both pre- and/or post- activity.
  - a. If used as self-assessment, please choose those CRP that are applicable to the activity as not all may be appropriate.
  - b. Comparison of scores taken before and after the activity could gain insight on what skills have been newly attained or improved by the activity, at least in the eyes of the student.
3. **Peer Assessment**-- Post –activity—making the group more aware of others’ actions and attitudes in the work environment.



## SCORING USAGE

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These rubrics can be completed at:

1. The end of each and every activity/performance.
2. The completion of an entire term or cycle of instruction in one class.
3. The end of all instructional classes, resulting in a Final, Complete CRP Score.

## SCORING SCALE

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1. Scoring is based on a 4.0 scale.
2. The individual scores for each practice will be determined by tallying each competency and dividing by the total number of competencies. The corresponding score is defined thusly:
3. Scores on ***each individual competency can only be given in whole numbers*** (i.e. 4,3,2,1). The use of scores with decimals does not promote consistency and is strongly discouraged. If the student is thought to be part-way between two numbers, the student has not yet attained the higher score; therefore, the lower, whole number score should be given.

Score Range:	Definition of Score:
<b>4.00 – 3.60</b>	Student/Worker exceeds competencies set and is extremely career ready with the necessary skills to be highly successful at finding, gaining, and keeping employment over the course of his/her lifetime.
<b>3.59 – 2.80</b>	Student/Worker meets competencies set and is career ready with the necessary skills to be successful at finding, gaining, and keeping employment over the course of his/her lifetime.
<b>2.79 – 2.20</b>	Student/Worker meets the rigor of most competencies set to be career ready and needs to improve on some in order to have long-term success.
<b>2.19 – 1.80</b>	Student/Worker is proficient in some competencies, but requires remediation in most competencies in order to be truly successful in finding, gaining, and keeping employment over the course of his/her lifetime.
<b>1.79 – 0</b>	Student/Worker needs remediation and help in almost all areas of career readiness in order to be successful in finding, gaining, and keeping employment over the course of his/her lifetime.



## **SCORES/REPORTING**

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Scoring can happen on a micro- or macro- level. It can include as few or as many practices as wished per project/class measured; however, the following will be in place as terminology of scoring:

### **1. PARTIAL CRP Scoring**

- a. This is a type of score where only a few CRP are assessed on a project to project basis.
- b. **This is used mainly for the instructor's and student's purposes and meant to gauge progress during the year.**
- c. This scoring can only become a Complete CRP score if at least EIGHT of the CRP rubrics are assessed in the course of the term (with the required CRP necessary to gain a Complete CRP Score).

### **2. COMPLETE CRP Scoring (per Course/Semester)**

- a. This student score should be the summative score in each of at least EIGHT of the TWELVE CRP in order to give a definite idea of career readiness in the student.
- b. CRP numbers 1, 2, 4, and 12 are **required** for this option, with the remainder of the eight or more left to the discretion of the instructor.
- c. No matter how many times each CRP is assessed during the term, the final score is determined by averaging the grades from the entire term in that individual CRP, or in a final assessment given at the end of term.
- d. The COMPLETE CRP SCORE is then the average of all EIGHT (or more) CRP assessed. **It is meant to be a summation of progress made in the duration of ONE course.**
- e. It is the intention that as the student progresses with the higher level classes in any given Career Cluster, this final score will improve with each successive term. The documentation of this progression is for student, teacher, and parent information.

### **3. FINAL CRP Scoring (per Graduation)**

- a. This Final CRP score will be tallied for the individual based on the average of all COMPLETE CRP scores recorded in the **last and/or highest level in EACH Career Cluster** the student was involved.
- b. The resulting score will be ONE score representing the work of the student at the end of his/her concentration in any and all Clusters taken.
- c. Complete CRP scores from lower level courses within any Career Cluster will not be used in tallying this score; only the last and/or highest level shall represent what degree of competency the student obtained.
- d. The Final CRP score, and averages of all competencies, will be included on the Final CRP certificate and will be issued on request.